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ABSTRACT

This report analyzes the progress of the underrepresented student population in fiscal year 1999, which includes minorities, females interested in nontraditional occupations, and persons with disabilities, in Illinois community colleges by comparing these data to the 1990 Illinois general population. Also described are programs and activities created by community colleges to increase the success of underrepresented groups and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs. The report finds that persons from underrepresented groups are well represented in the Illinois Community College System. In fiscal year 1999, minorities comprised over one-third of the total enrollments in community colleges. This exceeds the minority population representation of the general state population. A major portion of the minority student enrollment was in precollegiate-level instruction. In fiscal year 1999, women made up over half of the student population on college campuses. They are well represented among baccalaureate and transfer program enrollees and graduates in these programs. However, this is not the case in all fields of study. National statistics indicate that the majority of students with disabilities are in community colleges, and Illinois is no exception. Many approaches to serve this student population are being used, including adaptive technology and partnerships in education. Includes appendices. (VWC)

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COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS FISCAL YEAR 1999

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COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS FISCAL YEAR 1999

Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities. Each college and university must report annually on the progress in improving the status of underrepresented groups to the Illinois Community College Board and Illinois Board of Higher Education. This report analyzes the progress of this student population in Illinois community colleges by comparing these data to the 1990 Illinois general population. It also describes programs and activities created by community colleges to increase underrepresented groups and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs.

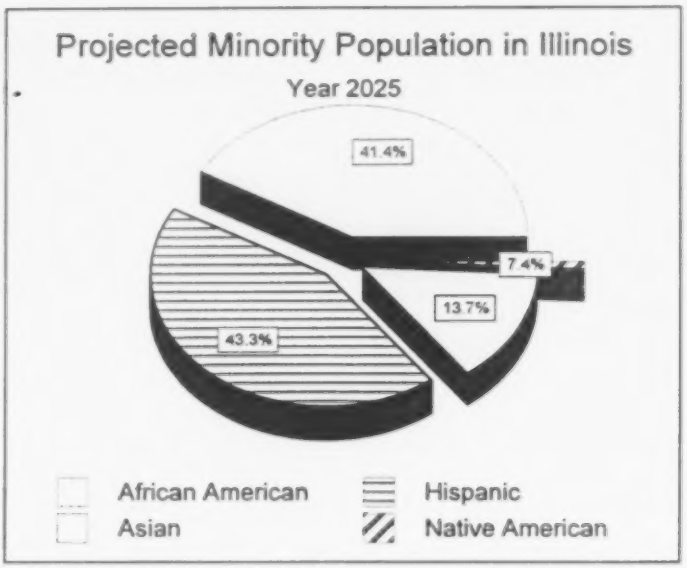
A focus topic identified by Board staff this year is a concern for the rights of persons with disabilities, including the right to access programs and services at higher education institutions. The American with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment, programs and services provided by state and local governments, goods and services provided by private companies, and in commercial facilities. Signed into law on July 26, 1990, the ADA contains requirements for new construction, for alterations or renovations to buildings and facilities, and for improving access to existing facilities of private companies providing goods or services to the public. It also requires that state and local governments provide access to programs offered to the public. The ADA covers effective communication with people with disabilities, eligibility criteria that may restrict or prevent access, and requires reasonable modifications of policies and practices that may be discriminatory.

As part of the response to the underrepresented groups, community colleges examined access to services that can assist persons with disabilities to obtain viable employment. College reports indicate that officials are exploring strategies that address obstacles that students encounter in pursuing and graduating from academic programs. Many colleges have implemented special accommodations, programs, activities or practices that have proven especially effective in improving the workforce preparation of students with disabilities. Descriptions of these efforts and a listing of programs designed to assist all underrepresented groups are included in this report.

In addition to legislation, accreditation requirements for the North Central Association (NCA) give colleges an opportunity to respond to the needs of underrepresented populations. NCA requirements specify that the affiliated institutions must practice equity of treatment of individuals and support the building of a diverse educational community. The Association expects colleges to create and maintain a teaching and learning environment that supports sensitivity to diverse individuals and groups. Strategies that facilitate a diverse and sensitive campus climate are critical in community colleges, the primary point of access to higher education for underrepresented populations.

Minority Demographics and Projections

Illinois' population is 11.4 million persons, according to the 1990 census. Minorities comprise 25.4 percent, with African Americans constituting 14.8 percent, Hispanics, 7.9 percent, Asian Americans, 2.5 percent, and Native Americans, 0.2 percent. According to the United States Census Bureau, Illinois will experience an increase of nearly 1.5 million residents by 2025. The chart on this page shows the projected composition in the minority population in Illinois. Hispanics will constitute 43.3 percent of the total minority population; African Americans, 41.4 percent; Asian Americans, 13.7 percent and, American Indians, less than 1 percent. Immigrants from other countries will account for two-thirds of the population growth. Hispanics will displace African Americans as the largest minority population in the state.



A major portion of this increase will be in the Chicago and northeastern suburban areas. Experts indicate that the growth will occur in such counties as Will, DuPage, Kane, Lake and the suburbs of Cook County. This population growth will have significant implications for Illinois health and social services and educational systems.

Minorities in Community Colleges

In fiscal year 1999, minorities comprised 33.7 percent of the total headcount enrollments in Illinois community colleges. During the past five years, minority representation on average was 33.2 percent of the student population. Recent data indicate a slight increase in minority student representation, which is largely due to growth in representation among Hispanic (0.4 percent) and Asian (0.1 percent) students. African Americans (92,268) remain the largest minority student group, followed by students of Hispanic origin (87,769) (see Appendix A).

Minority students comprised the majority of precollegiate level enrollments which included courses in adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) (see Table A). African Americans (34.6 percent) accounted for the largest minority student population, followed by Hispanics (26.1 percent) in adult basic and adult secondary education. Substantial portions of the Hispanic and Asian students enrolled at community colleges were in English as a Second Language courses, designed primarily to acquire or strengthen English speaking and writing skills. Nearly 63.0 percent of the English as a Second Language students were Hispanics. Asian students comprised 8.8 percent of the ESL student population in community colleges.

Table A
Minority Students in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) Programs
(Fiscal Year 1999)

Program	*African American*	*Hispanic*	*Asian*	*Native American*
Percent of ABE/ASE	34.6%	26.1%	2.6%	0.7%
Percent of ESL	1.2%	62.9%	8.8%	0.2%

For fiscal year 1999, African American and Hispanic enrollments in baccalaureate/transfer and occupational instructional program areas were below their representation in the state. For Asian and Native American, enrollment levels in both baccalaureate/transfer and occupational instructional program areas exceeded their representation of the state population. Table B below shows the percent of minority student enrollments in both instructional areas.

Table B
Minority Student Enrollments in Baccalaureate/Transfer and Occupational Instructional Program Areas
(Fiscal Year 1999)

Program	*African American*	*Hispanic*	*Asian*	*Native American*
Percent of College-Level Baccalaureate	12.3%	6.0%	4.3%	0.3%
Percent of College-Level Occupational	13.2%	6.5%	3.5%	0.4%

Table C presents the percent of completions for all minorities in the baccalaureate/transfer instructional program areas. With the exception of Native Americans, all minority students were below their percent of enrollments in the same fields of study. Minority completions in occupational programs exceeded the enrollments for each respective group. African American completers in occupational programs, for example, exceeded their enrollment representation by 4.1 percent.

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Table C
Minority Student Completers in Baccalaureate/Transfer and Occupational Instructional Program Areas
(Fiscal Year 1999)

Program	*African American*	*Hispanic*	*Asian*	*Native American*
Program	***African American***	***Hispanic***	***Asian***	***Native American***
Percent of Baccalaureate Completers	7.6%	4.9%	2.8%	0.3%
Percent of Occupational Completers	17.3%	7.1%	4.9%	0.5%

In fiscal year 1999, the major portion of minority staff in community colleges was employed in service and maintenance (22.8 percent), clerical (22.8 percent), and professional support service (21.9 percent) positions. Representation of persons of color in leadership and teaching positions in community colleges is critical to minority student retention and achievement. Full-time and part-time minority faculties and administrators represented 15.6 percent and 27.3 percent, respectively, of the total personnel in these positions. Table D shows the percent of all minority faculty and administrative staff in community colleges for fiscal year 1999. With the exception of Native Americans, minority representation in faculty and administrative positions is below the representation of minorities in the general state populations.

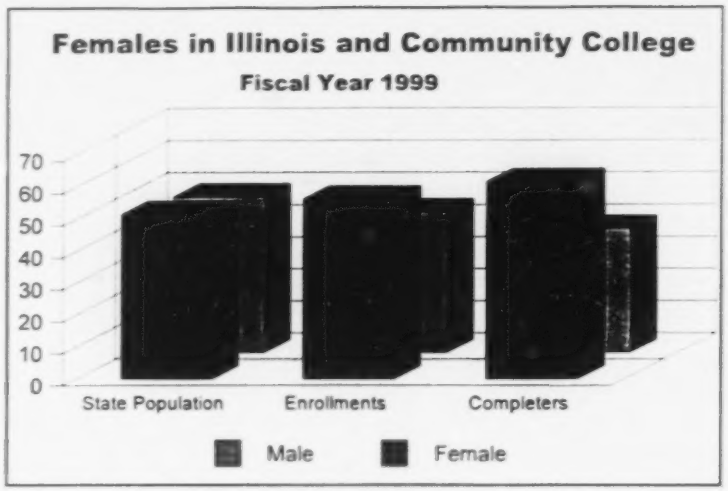
Table D
Minority Faculty and Administrators in Community Colleges
(Fiscal Year 1999)

Employment Category	***African American***	***Hispanic***	***Asian***	***Native American***
Percent of Faculty	10.9%	3.3%	2.9%	0.2%
Percent of Administrators	11.6%	2.9%	1.0%	0.1%

Females in Illinois and in Community Colleges

According to the 1990 census, females comprised 5.8 million (51.4 percent) of the total state population. The economic profile indicates that 57.7 percent of females 16 years or older in Illinois are in the workforce. The 1998 median income for female head of households with no husbands present was $26,000, approximately $15,000 less than households headed by males. Efforts to

improve the economic status of women are supported through various community college activities designed to mentor and prepare women for higher paying professions.



The chart on this page compares the percent of female and male enrollees and completers in community colleges to their representation in the state population. In fiscal year 1999, female enrollments represented 55.8 percent of all students; males represented 44.2 percent. Among completers in community colleges, women represented 60.8 percent in fiscal year 1999 compared to 39.2 for males. In baccalaureate/transfer and occupational/career associate degree programs, women comprised 61.5 percent and 60.4 percent, respectively, of the total graduates in these programs. Women were largely represented in occupational programs, such child care provider assistant (96.9 percent) and nursing (91.6 percent). Females in such fields as electronic communications and electronic technologies (9.43 percent) and construction trades (10.8 percent) were still underrepresented in these and other male-dominated fields.

Women made up 58.8 percent of the total employees in community colleges in fiscal year 1999. They comprised 46.8 percent of the full-time faculty. Among the administrative staff, women made up 51.5 percent. The three largest categories of employment for women in community colleges were clerical (91.4 percent), technical/paraprofessional (64.2 percent) and professional support services (51.9 percent).

Persons with Disabilities in Illinois and Community Colleges

Using data from the 1990 census, the Illinois Office of Rehabilitation Services (ORS) estimated that 1.6 million people in Illinois are severely disabled. This represented 9.6 percent of the number of persons who live in the State of Illinois. In fiscal year 1999, the rehabilitation office reported that approximately 6,000 persons were successfully rehabilitated, which included job development and training and job placement.

The total number of students with disabilities reported in fiscal year 1999 in Illinois community colleges was 9,235 (1.4 percent). Among college completers, 2.1 percent were students with reported disabilities. These figures are only estimates. Several colleges only collect these data at the point of enrollment, and many students with disabilities prefer not to self identify during this time. However, community colleges serve more than the reported numbers through their special support service units. During the course of the semester, students who have disabilities can elect to utilize special services if they find that they cannot continue to maintain good academic standing. While colleges

are providing this service to help students be successful in their educational endeavors, information regarding the service delivery is not being reported fully.

According to the U.S. Department of Education's 1992 National Postsecondary Student Aid Survey, 71 percent of all students with disabilities in public postsecondary institutions were in two-year colleges with 29 percent in four-year colleges and universities. Several reasons are speculated why students with disabilities attended community colleges, including an open door policy and small class size. Nearly 80 percent of all campuses responding to a 1995 American Association for Community College survey reported having a special support service unit for students with disabilities. This figure reflected an increase of services, up from 70 percent in 1992. When asked about disabilities affecting community college students, colleges reported that learning disabilities constituted by far the largest (38 percent) single category, followed by orthopedic or mobility disabilities (18 percent), and chronic illness and other disabilities (15 percent).

A large portion of colleges (78.8 percent) reported offering study skills training to students with disabilities. Other services being offered included adaptive equipment/technology, registration assistance, notetakers/readers/scribes, counseling, alternative exam formats/time, interpreters, taped texts, learning center lab, and tutoring. According to community colleges nationwide, some services became more extensively used since the survey completion in 1992: interpreters (up12 percent), taped texts (up10 percent), and notetakers/readers/scribes (up 9.6 percent). Most dramatic was the use of adaptive equipment/technology, reported at 69 percent in 1992. In 1995, every community college surveyed listed the use of assistive technology facilities or equipment, an increase of 31 percent.

Statewide Initiatives for Special Populations and Underrepresented Groups

The Illinois Community College Board has initiated several programs to assist students in underrepresented groups. The **Special Populations Grant (SPG) Program** provides statewide support for community colleges to assist minorities, educationally and economically disadvantaged persons, and persons with disabilities. In fiscal year 1999, community colleges reported expenditures of $12.3 million under this grant program. Each community college annually receives a fixed sum of $20,000 plus an allocation based on student credit hours generated in remedial, adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) courses. Individual grants ranged in size from $45,000 to $6.3 million. The average grant expenditure was $307,500.

Typically, the grant expenditures are for direct services to students, i.e., counseling, tutoring, testing and assessment, recruitment, and outreach. Tutoring and assessment constitute the two major services delivered to students in fiscal year 1999, 79.2 percent of all services for special populations. The total number of service contact hours to students was more than 1.6 million, an increase of 5 percent from the previous fiscal year. Table E shows the number of students served and contact hours provided in each service category.

Table E
Number of Special Population Grant Program Students Served and Service Contact Hours in Fiscal Year 1999

Types of Service	# of Districts	Total Contact Hours	Students Served
Tutoring	35	1,047,689	140,631
Counseling	31	111,653	108,847
Assessment & Testing	32	240,220	122,381
Referrals to External Agencies	26	27,028	20,231
Direct Support Services for Students with Disabilities	29	47,044	4,880
Outreach Services	23	44,776	81,715
Other Direct Support Services	24	106,224	69,140
Total	--	1,624,655	*

* *Total number of students served unavailable due to duplicity of services*

The Special Populations Grant Program also supports instruction in remedial and developmental education, adult basic and secondary education and English as a Second Language. Approximately 320,000 credit hours generated were supported with monies from the SPG program. The highest instructional category supported by the SPG program was English as a Second Language, with nearly 155,000 credit hours generated. This is a substantial change from last year, where the major support from the grant program was for remedial education. Table F shows the number of credit hours generated and students served by courses funded through this program.

Table F
Remedial, ABE, ASE, and ESL Courses Funded with Fiscal Year 1999 Special Populations Grants

Types of Service	# of Districts	Total Credit Hours*	Total Students
Remedial (PCS 1.4)	17	65,363	22,712
ABE (PCS 1.7, excluding ESL)	25	50,906	16,131
ASE (PCS 1.8, excluding ESL)	24	48,243	18,001
ESL (PCS 1.9 & 1.7/1.8, not included above)	23	154,819	22,252
TOTAL		319,331	**

* *Total credit hours certified by instructors at midterm*

** *Total number of students served unavailable due to duplicity of services*

Faculty Exchange and Minority Recruitment and Retention Program. In an effort to acclimate faculties to different student populations and cultures, the Illinois Community College System under the leadership of five community college presidents created a faculty exchange and minority recruitment and retention program. The colleges involved in this initiative included **Carl Sandburg College, Malcolm X College, Parkland College, College of DuPage, and Illinois Central College**. The faculty exchange portion, called the visiting scholar program, is designed for faculties to share knowledge, awareness, and sensitivity on issues related to multicultural education and intercultural communication. To date, six faculties and administrators have participated in the program.

The minority recruitment and retention program works closely with current networks designed to encourage minority graduate students to seek employment in higher education. Minority masters and doctoral students apply to participate in an internship and residency experience at participating community colleges. The experience includes a reduced teaching load for the first semester, gradually increasing each semester to a full load of teaching and committee responsibilities.

Lincoln's Challenge Scholarship Program. The ICCB has a partnership with the Lincoln's Challenge (LC) Program through its scholarship program for graduates. Lincoln's Challenge is a residency experience for students who have dropped out of high school or have encountered problems with the judicial system. The scholarship's fiscal year 1999 appropriation of $175,000 allows students to continue their education at community colleges. This program reimburses colleges for tuition and other required educational expenses incurred by Lincoln's Challenge Scholarship recipients. About 275 LC graduates have received ICCB scholarships in fiscal year 1999, which brings the total of scholarships awarded since the inception of the program to 1,300.

Advancing Opportunities Program. Through a unique partnership, the Illinois Community College Board, the Illinois Department of Human Services, and 15 community college districts established the Opportunities Program in fiscal year 1993. In 1998, Opportunities' staff predicted the emphasis

in welfare to work would shift to post-employment and job upgrading. In order to promote this new focus, the name was altered to Advancing Opportunities and expanded bringing the total to 36 community colleges and one center. The program's emphasis is on meeting short-term education and training needs as required by the Temporary Assistance for Needy Families (TANF) program.

The Advancing Opportunities Program has always acted as an informational clearinghouse and referral system utilizing coordination efforts with other college programs and agencies. A more intense focus on coordination within the college system, particularly job training, adult education, vocational and occupational training, as well as outside services with business and industry and community organizations was developed. Performance standards, assessment, mentoring, career path development, life and job skills, access to supportive services, and incentive programs remain incorporated as significant elements of the program. The number of students served by the Advancing Opportunities Program for fiscal year 1999 totaled 14,000. An example of an exemplary program is described below.

Lincoln Land Community College has received numerous local TV and newspaper recognition for its Skills Training and Retention for Success. STARS is an intense six week training course that consists of three parts: Business/Life Skills, Computer Skills, and a weekly job club. The Business/Life Skills component helps students understand the importance of their behavior on the job, including being on time for work, and displaying a cooperative attitude. In addition to enrolling in computer skills classes that help students become familiar with word processing and data base management software packages, students participate in a job club where they meet to discuss practical applications of what they learned in classes. By providing the necessary skills to be successful in the workplace, this program is intended to be a life-changing experience for TANF clients struggling to find realistic solutions to their many challenges.

Community College Initiatives for Special Populations and Underrepresented Groups

Community colleges offer a variety of programs and services for underrepresented students. Students in this population were served by more than 400 programs. Community college expenditures for these programs and services totaled more than $43.7 million (see Appendix B).

Colleges were asked to identify programs and services that (1) strengthen institutional planning and community outreach; (2) provide support for elementary and high school students; (3) offer training opportunities in high employment demand areas, such as teacher education, and (4) facilitate an environment conducive to learning and success.

The next section describes various community college programs and activities designed to assist underrepresented populations.

Minorities in Community Colleges

Strengthening Institutional Planning and Community Outreach. **Parkland College**'s Diversity Circle consisting of 30-40 faculties and administrators has meetings monthly to discuss multicultural issues. The Circle has sponsored, in conjunction with the college's Center for Multicultural Education, several workshops and seminars offered statewide. **Waubonsee Community College** invited the Executive Director of a Hispanic organization, the Elssy Fabela Foundation, to give a presentation on college racism to all staff. In addition, the College's Diversity Council redefined its purpose and goals toward that of a leadership role in the promotion of cultural diversity. **John A. Logan College** has instituted the college's Minority Concerns Committee which reviews college policies and practices that can strengthen institutional support for minority students and the communities where they live.

In conjunction with Admissions Outreach and the Office of Multicultural Affairs, **William Rainey Harper College** established the Minority Student Recruitment Plan. In devising the plan, the college collaborated with various minority groups including LUCE-Latinos United in Culture and Education. The college conducted several financial aid workshops and seminars that reached nine hundred and forty-seven potential minority students and parents. **Lincoln Land Community College** established a Springfield Learning Center (SLC) which focuses on educational programming for the African-American community on the city's eastside. In addition, the college's Community Relations Office is planning to move a large percentage of programming to the SLC, which will include "Bud-to-Flower," the Academy of Lifelong Learning and the Volunteer Center, all of which serve minority groups.

Provide Support Programs Early and Throughout Education. **Elgin Community College** instituted *SYNERGY*, an event which high school minority students plan, rehearse and present a theatrical program open to the community. At **Illinois Valley Community College**, a Peace Corps fellow improved the college's existing programs and identified new approaches for outreaching to the Hispanic community. This effort included activities such as a Mexican Ballet; conversational language classes for health care workers; and plans for Spanish printed financial aid brochures. **Illinois Central College** has instituted two proactive programs in partnership with Eastern Illinois University's Minority Teachers in Education Program (MTIEP) and "College Yes" Program (CILCO.) **Richland Community College** implemented several innovative programs and activities instituted at the college such as a "Reality Conference" which targets minority male high school sophomores. **Moraine Valley Community College** instituted ACCESS (Achieving a Community College Education for Student Success) which provides the necessary coping skills to prospective students.

Providing Opportunities in Fields of High Employer and Societal Needs. Colleges implemented several programs and activities to meet high employment demands, such as, teacher education, and to address society needs for Illinois. In addition, some colleges have devised strategies to increase employment of minorities on their own campuses.

Joliet Junior College stimulated student interest in teaching through a series of activities including establishing group mentors who are teachers; publishing information that shows that the teaching profession as being economically rewarding as well as prestigious; creating pre-college programs that encourage early career preparation and academic tutoring; and conducting seminars and workshops that highlight the need for minority and female teachers. **Heartland Community College** has engaged in several activities to encourage students to consider a profession in teaching. As a result of the college's work with community organizations and neighboring universities, the college has collaborated on the Minority Teacher Recruitment Project and the Minority Teacher Educational Association, which offer workshops to students at HCC, high schools, and the junior high schools. **College of Lake County** is working with Project Prime, a two-week residential academic bridge program offered by Northern Illinois University for students who are interested in the teaching profession and who may be considering transferring to NIU.

City Colleges of Chicago District has institutionalized a Future Teacher Club (FTC) program. In partnership with Chicago public and non-public schools, universities and organizations, the program is aimed at recruiting and supporting minority students interested in teaching and educational leadership careers within Chicago Public Schools (CPS). To accomplish the goal, the program uses several components that include (1) providing a professional network for students to explore the career options in teaching; (2) giving an opportunity for students to gain hands-on experiences in pedagogical training, tutoring, internships, peer-counseling, mentoring, and educational leadership at each campus; (3) encouraging students to interact with educators in discussing current educational issues and practices; and (4) requiring students to participate in monthly meetings, counseling, test preparation, field trips, college tours, seminars, workshops, retreats, conferences, and specialized programs.

Harold Washington College has initiated several efforts that assist minorities to succeed in high employment demand fields. Examples of these efforts include: (1)the ChAMP Program (The Chicago Alliance for Minority Participation) designed to increase the number of minorities in science and engineering; and (2) the CLIMB Program (the Chicago Linkage for Minorities in Biomedical Sciences), a partnership program with Chicago State University created to increase the number of minorities in biomedical careers.

Recognizing that equal opportunity cannot be accomplished through affirmative action measures alone, the President of the **College of Lake County** initiated a Diversity Committee during 1998. Five subcommittees were formed during Spring 1999. The committee made progress as committee members voiced personal issues and concerns related to diversity at the college. By the end of the school year, an atmosphere of trust, mutual respect, and understanding began to grow. With considerable dialogue about issues related to diversity and minority employment, women and minority staffs were encouraged to pursue personal and professional growth opportunities. During the year, several minorities and women were promoted to high and mid-level administrative and management positions.

John Wood Community College engaged in a review of its human resource procedures and policies to eliminate barriers to minority hiring. In addition, college representatives maintained contact with influential minority leaders in the district, encouraging them to inform and assist prospective applicants. With the increasing enrollment of adult learners from Hispanic, Asian, Polish, and other minority groups, **Malcolm X College** enhanced its student performance by employing bilingual/bicultural adult educators who enhanced students' basic and literacy skills, and cognitive abilities in a language understood by the students. Such educators are knowledgeable about two educational systems and can utilize instructional materials published in students' native countries to supplement instruction and improve teaching and learning. **Parkland College** initiated a workshop, through its Center for Multicultural Education, that offered specialized training for faculties and administrators serving on college search committees. The workshop is designed to help college personnel rethink their hiring policies and practices and devise strategies that attract and retain minority candidates.

Women in Community Colleges

Emphasize Opportunities in Fields of High Employer and Societal Needs. **Southwestern Illinois College** offered programming through the Small Business Development Center to coordinate the Illinois Women's Network for Entrepreneurial Training designed to support women in business. **Triton College** created the *Transitions* program for short-term training opportunities to single parents receiving public assistance. An Accelerated Multimedia Training Program, implemented by the U.S. Department of Labor and the Mayor's Office of Workforce Development in Chicago granted funding to **Harry S Truman College** to help women seeking new careers in the computer sciences. The Gender Equity Program at **Kankakee Community College** assisted women in vocational educational programs and offered support to prepare them for nontraditional jobs. Women also receive entrepreneurial training, through a mentor-protege program, provided through the College's Small Business Development Center.

Morton College has established linkages with the local Illinois Employment and Training Center (IETC) on-campus satellite Office and other Chicago area organizations to offer specialized vocational training classes for women. **Spoon River College** with Western Illinois University; **Carl Sandburg College**; Lamoine Valley Vocational System and Fulton County Career System in Tech Prep programming, coordinated the Tech Prep program, designed to encourage females to enroll in fields previously dominated by males and vice-versa.

Improve the College Environment. **Olive-Harvey College** created the Women's Resource Center offering various services, including the Temporary Care Sitter Service on a regular and drop-in basis. A centralized reporting system at **Kishwaukee College** was established to identify the services provided to TANF clients as they move from intake to course enrollment to job placement. **Lincoln Land Community College** hosted a seminar on breast cancer awareness; a seminar on learning to love yourself (regarding date rape); a reader's club; an athletic recognition event for female athletes; and a dinner in honor of National Women's History Month.

At **McHenry County College**, there is a strong commitment to opportunities for female staff as evidenced by the women employed in leadership positions at the college: 9 of the 16 members in the President's Cabinet are women and several key positions in other departments are held by women. The college sponsored several activities for female student, staff, and community members throughout the year, which covered topics such as Safe and Smart Women; and Love, Laughter, and Healing: A Breast Cancer Survivor's Story. **Lewis and Clark Community College**, in conjunction with the River Bend Growth Association, Alton Marketplace, SCORE, and L&C coordinated the "For Women by Women" conference. **Joliet Junior College** instituted major initiatives relating to empowering women, including workshops on Global Violence Against Women; and offered a number of courses directly promoting women's places in society. The college also instituted a Groundwork Domestic Violence Shelter with a Secretary of State's Domestic Violence Grant.

Students with Disabilities

Students with disabilities face obstacles in pursuing training and, ultimately, securing a job that allows them to maintain a quality life style. While attending college, these students require special support such as interpreters and adaptive equipment — all of which is costly. Over the years, the Office of Rehabilitation Services (ORS) has shared in the cost of providing these services; however, this support is declining. Students with disabilities still need special services, and the major cost of these services is falling on community colleges. In addition to the cost of support services, colleges are faced with the continuing need to train faculty and staff on how to work successfully with this student population. Costs include training faculty members who must make the appropriate accommodations for a student with a disability, as well as in-house technicians who specialize in repairing adaptive equipment.

Persons with disabilities have many obstacles to overcome in today's workplace. One of these obstacles is the perception that they are not as productive as able-bodied persons. Placed in

appropriate jobs, persons with disabilities are extremely productive and reliable and, in some circumstances, more so than other employees. Another obstacle is physical access. Businesses and public places must give high priority to improving access for the disabled. Although advancements in communication and assistive technologies provide opportunities for the disabled, physical barriers in parking, entrances to buildings, and restroom facilities hamper employment opportunities. Colleges are serving as examples to improve access to persons with disabilities, both physical and academic. Examples of these efforts are described below.

Improve Planning and Evaluation of Services. **William Rainey Harper College** has engaged in several activities in the planning and delivery of services to students with disabilities. Among the activities are inservice education through seminars, orientation activities, and consultations for the faculty. Also, the college is involved in the reevaluation of the delivery of tutorial services with adjustments to serve more students through group work, drop-in time, supplemental instruction, and follow-up assessment of students who have completed their field of study. **South Suburban College** has arranged to house an Illinois Department of Human Services Client Assistance Program advocate with no extra charge to the college. To assist workforce preparation for students with disabilities, **Kaskaskia College** employed a team approach comprising a Counselor/Coordinator of Special Needs Students, LD/Special Populations Coordinator, Learning Skills Center staff, ABE and Special Program Staff, Employment Resources Center Coordinator and the Dean of Student Services. Collaboration among various members of these services units has proven to be effective.

Focus on Continued Refinement and Coordination of Service. The Special Needs Coordinator at **Wilbur Wright College** has implemented an orientation for new staff regarding disabled students' needs to reduce repetitive assessments and actions. **Lincoln Land Community College** instituted a Special Populations fund which enabled the Learning Lab staff to provide two hundred "Academic Kits" at no charge to students during the school year. The Bipolar Mood Disorder Workshop instituted at **McHenry County College** enabled faculty and staff to gain a greater understanding to help students affected with these disorders. The college also sponsors a club, which collaborates with several community groups, called Special Needs Action Program – SNAP, for students with disabilities on campus. **Rock Valley College** presented a "Disabilities Awareness Day" at which information was distributed by local agencies and organizations that assist students with disabilities. **Richland Community College** established a Disabilities Accommodations Service (DAS) office which recently established the Partners and Listeners (PAL) program where students with disabilities mentor one another.

During fiscal year 1999, **Oakton Community College**'s ASSIST program presented *An Evening at Oakton,* a recruitment program for incoming freshmen with disabilities and their parents and teachers. Nearly 100 students, parents, and teachers toured the campus, learning about services and hearing from a panel of former Oakton students with disabilities. In August, ASSIST hosted a two-day orientation program where students had an opportunity to develop independent thinking and learning skills. ASSIST students, as they are referred to on campus, parallel the mainstream population in the diversity of the programs and the career path they chose. The ASSIST (Additional Student Services Instructional Support Team) program was created several years ago to offer specialized services to this student population. The ASSIST office regularly provides updated information to each academic division about the Americans with Disabilities Act and local services. As a strategy for updating college personnel on matters relating to students with disabilities, the ASSIST office created a committee comprising staff and faculty representing each campus division. This committee is also used as a mechanism for airing concerns that faculties may have about disability issues.

Summary

Persons from underrepresented groups are well represented in the Illinois Community College System. In fiscal year 1999, minorities comprised over one-third of the total enrollments in community colleges. This exceeds the minority representation of the general state population. A major portion of the minority student enrollment was in precollegiate-level instruction. Community colleges are developing different strategies to support minority student achievement. Colleges are encouraged to continue their support to assist students to move from precollegiate levels of instruction to collegiate levels, and to complete their program of study. One strategy that can help to ensure minority student success is the presence of minority faculties and administrators on college campuses. Colleges need to consider more innovative ways to hire and retain persons of color in leadership and teaching roles. Faculty exchange programs, cultural diversity education, and collaboration with universities on internship and residency experiences for minority graduate students are ways to increase minority representation on campus.

In fiscal year 1999, women made up over half of the student population on college campuses. They are well represented among baccalaureate and transfer program enrollees and graduates in these programs. However, this is not the case in all fields of study. Colleges must continue to assist females in pursuing careers in traditionally male-dominated fields, such as electronics. Efforts to encourage women to pursue these fields should start at the elementary and high school levels. Also, colleges can facilitate a campus climate of support for women through services and programs, such as forums to present the latest women' studies knowledge; support groups to address personal, financial and career crises; and mentoring programs for women transitioning from welfare dependency and family disruptions to the workforce and independent life styles.

National statistics indicate that the majority of students with disabilities are in community colleges. Illinois is no exception. The nature of student disabilities includes learning disabilities, orthopedic or mobility disabilities, and chronic illness. Many approaches to serve this student population are being used. Adaptive technology and related computers or learning labs are very common. Cooperative arrangements are increasing between community colleges and their local schools, community groups, rehabilitation agencies, and employers. As community colleges continue their mission of open access to all citizens, it is likely that they will serve increasing numbers of students with disabilities. As the students with disabilities increase, so will the cost. Community colleges are faced with the challenge of providing quality services to disabled students without adequate resources. The ICCB Special Populations Grant Program is a great help for colleges in meeting the increased needs of underrepresented groups, especially students with disabilities. However, it is evident that a collaborative effort between the ICCB and the Department of Human Services-Office of Rehabilitation Services is needed to meet the increasing demands of this population and to meet the costs associated with providing quality services.

APPENDIX A

Illinois Community College Board

Table A-1

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN
FISCAL YEARS 1995 - 1999

	1995		1996		1997		1998		1999	
Asian/Pacific Islander	30,310	*4.5%*	29,308	*4.4%*	29,251	*4.4%*	29,041	*4.5%*	29,325	*4.6%*
Percent Change	*-0.2%*		*-3.3%*		*-0.2%*		*-0.7%*		*1.0%*	
American Indian/Alaskan	2,644	*0.4%*	2,515	*0.4%*	2,511	*0.4%*	2,346	*0.4%*	2,289	*0.4%*
Percent Change	*-5.4%*		*-4.9%*		*-0.2%*		*-6.6%*		*-2.4%*	
Black	101,155	*14.9%*	99,392	*14.8%*	99,728	*14.9%*	93,964	*14.4%*	92,268	*14.3%*
Percent Change	*-1.6%*		*-1.7%*		*0.3%*		*-5.8%*		*-1.8%*	
Hispanic	81,992	*12.1%*	84,645	*12.6%*	91,851	*13.7%*	86,239	*13.2%*	87,769	*13.6%*
Percent Change	*-4.3%*		*3.2%*		*8.5%*		*-6.1%*		*1.8%*	
White	457,902	*67.6%*	450,455	*67.2%*	442,603	*66.0%*	435,796	*66.8%*	427,095	*66.3%*
Percent Change	*-1.0%*		*-1.6%*		*-1.7%*		*-1.5%*		*-2.0%*	
Non-Resident Alien	3,444	*0.5%*	3,715	*0.6%*	4,736	*0.7%*	4,988	*0.8%*	5,528	*0.9%*
Percent Change	*-10.5%*		*7.9%*		*27.5%*		*5.3%*		*10.8%*	
Total Known	677,447	*100.0%*	670,030	*100.0%*	670,680	*100.0%*	652,374	*100.0%*	644,274	*100.0%*
All Other Unknown	4,796	*0.7%*	5,524	*0.8%*	6,634	*1.0%*	6,695	*1.0%*	6,331	*1.0%*
TOTALS	682,243		675,554		677,314		659,069		650,605	

SOURCE OF DATA: Annual Enrollment (A1) Records

APPENDIX B

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 1999

Program	FY 1999 Expenditures
BELLEVILLE AREA COLLEGE	
Gender Equity	$ 32,000
Minority Transfer Center	71,400
Special Services Center	221,230
Special Populations Programs	1,389,416
BLACK HAWK COLLEGE	
Special Populations Grants	294,205
Women's Resource Center	25,352
CITY COLLEGES OF CHICAGO	
DALEY COLLEGE, RICHARD J.	
ALSP Counseling	39,115
ALSP Tutoring	51,200
CBO Program	35,000
Continuing Education	297,000
Faculty Advising	46,000
National Youth Sports	47,900
NovaNET	101,500
Opportunities Program	113,482
Placement Services	34,000
Special Needs Services	28,000
Student Facilitators	34,000
Title III Program	340,857
Transfer Center	99,500
Upward Bound	227,000
KENNEDY-KING COLLEGE	
Benjamin E. Mays Academy	457,168
Building Opportunities	5,500
Future Teachers	921
Opportunities Program	722,550
Project Transfer	82,500
MALCOLM X COLLEGE	
AAWCC	2,050
Academic Support Center	1,189,966
CBO Program	49,568
Future Teachers	5,116
Latino Center	56,900
NYSP	107,500
Opportunities Program	265,660
Placement Center	93,186
Special Needs	187,466
Transfer Center	82,500

Program	FY 1999 Expenditures
OLIVE-HARVEY COLLEGE	
Academic Computing Center	$ 85,045
Bridge Program	70,880
CBO Program	24,784
Future Teachers	6,314
Job Placement Center	43,623
Middle College	643,905
National Youth Sports	58,000
NovaNET	76,786
Opportunities Program	256,296
Science Resource Center**	10,000
Special Needs	58,069
Summer Youth	129,350
Transfer Center	82,500
Tutoring Services	109,000
Women's Center	6,000
TRUMAN COLLEGE, HARRY S	
ALSP Counseling	125,000
Audiovisual Tutorial Laboratory	165,000
AVT International Students/Peer Advisor	55,000
CBO Program	60,000
College Level Tutoring Services	240,000
Institute for Native American Development	95,000
Lakeview Learning Center	497,000
Latin American Student Center**	72,000
NovaNET Tutoring	30,000
Opportunities Program	155,000
Refugee Assistance Center	160,000
Special Services-Disabled Students/Touch Club	95,000
Technical Center-Counseling/Tutorial Services	130,000
Teen Parent Services	125,000
Transfer Center	88,000
Truman Middle College Alternative High School	400,000
WASHINGTON COLLEGE, HAROLD	
AAWCC	4,732
Actuarial Program	18,475
Black Student Union	500
Black Women's Caucus	1,000
Career Planning & Placement	38,500
CBO Program	46,401
ChAMPS Grant	20,000
CLIMB	10,000
Common Ground Project (Pluralism)	5,125
Compter-Assisted Instruction	108,080
Dept of Mental Health Voc Training	242,148

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES

FISCAL YEAR 1999

(Continued)

Program	FY 1999 Expenditures
WASHINGTON COLLEGE, HAROLD(cont.)	
Individual Needs (IN) Program	$ 19,350
Opportunuties Program	255,000
Organization of Latin American Students	2,500
Pre-Collegiate Program	50,000
Special Needs Center	128,193
Transfer Center	82,500
Tutoring Services	129,455
Vocational Transition Program, DOMH	202,185
WRIGHT COLLEGE, WILBUR	
11th Annual Ethnic Food Fest	500
8th Annual African Am Student Awards Luncheon	2,500
African American History Month	2,500
ALSP Support Services	125,000
Clerical Excellence Awards	1,200
Hispanic Heritage Month Activities	5,000
Job Training - Bank Teller	21,200
Job Training - Computer Certificates	23,000
Minority Health Programs	3,000
Multicultural Community Events	25,000
National Women's History Month Activities	5,000
NovaNET	40,000
Opportunities Program	94,000
Recruitment, Marketing, & Partnering	310,500
Resurrection Minority Scholarship	25,000
Sitter Service	110,000
Special Needs Office	94,000
Student Awards	1,200
Student Clubs & Assoc. (SGA)	32,000
Untenured Faculty Dinner	700
DANVILLE AREA COMMUNITY COLLEGE	
Black Student Union	200
Career Directions/Gender Equity	32,000
Minority Scholarship/Foundation	8,500
Opportunities Program	172,500
Project Excel***	50,000
Special Populations/Disabled Students	21,600
Student Human Relations Council***	4,600
Teen Parent Services / IDHS***	69,500
The Learning Community/TRIO	187,200
DUPAGE, COLLEGE OF	
Health & Special Services	110,364
International Student Advising	76,600

Program	FY 1999 Expenditures
DUPAGE, COLLEGE OF	
Minority Transfer Program	$ 175,874
(includes Minority Articulation)	
Project SELF	127,011
ABE/ASE/ESL	670,400
ESL Development	398,500
ELGIN COMMUNITY COLLEGE	
ADAPT (Disabled Student Organization)	100
Advancing Opportunities	210,000
BSA (Black Student Association)	2,000
Citizenship	38,400
Displaced Homemakers	59,000
Minority Transfer Center	64,000
Muslim Student Association	100
Office of Multicultural Admissions	89,900
OLAS (Org. of Latin American Students)	4,500
Project Escalara	205,500
Single Parent	55,000
Special Populations Assistance	217,300
Special Services	330,200
United Students of All Cultures	3,300
Welfare-to-Work	64,800
Perkins	96,300
Youth Leadership Academy ***	119,600
Upward Bound***	235,300
HARPER COLLEGE, WILLIAM RAINEY	
Center for Disabilities	636,300
Multicultural Affairs	100,000
Minority Student Transfer Center	66,000
Project HOPE	
Resources for Women	341,900
HEARTLAND COMMUNITY COLLEGE	
Special Populations	62,681
Special Needs	12,500
HIGHLAND COMMUNITY COLLEGE	
DAVTE Special Populations	34,600
Title IV, Student Support Services	70,100
Title IV, Upward Bound***	65,400
Minority Achievement Team Program***	52,000
ILLINOIS CENTRAL COLLEGE	
Disability Services*	75,000
Minority Transfer Center	66,000

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES

FISCAL YEAR 1999

(Continued)

Program	FY 1999 Expenditures
ILLINOIS CENTRAL COLLEGE (cont.)	
Opportunities Program	$ 445,564
Special Academic Services	190,253
Student Support Services	246,892
Young Scholars ***	25,000
ILLINOIS EASTERN COMMUNITY COLLEGES	
ICCB Special Populations	139,016
Perkins(Disadvantaged Students)	274,163
Single Parent/Displaced Homemaker	55,000
Student Success Network	194,502
Upward Bound Program***	241,882
International/ English as a Sec Lang	254,328
Talent Search	193,800
Literacy	50,000
Adult Basic/Adult Secondary Ed	236,376
Job Location Development (JLD)	30,000
ILLINOIS VALLEY COMMUNITY COLLEGE	
Academic Dev Center/Special Needs	113,146
JOLIET JUNIOR COLLEGE	
Joliet Area Math, Science and Computer Educational	95,400
Project Achieve\Student Support Svc	262,611
Special Needs	196,839
CABEL	539,411
Opportunities Program	283,000
SOS Volunteer Literacy Tutorials	50,000
Women's College	35,000
KANKAKEE COMMUNITY COLLEGE	
Affirmative Action	1,900
Gender Equity	32,000
Partners in Success	65,600
Building Opportunities	55,000
ESL/Coop/Hispanic Community	39,800
Transfer Center	42,000
Job Training Partnership	2,514,700
Literacy Programs	124,800
Office of Special Populations	368,600
Ounce of Prevention	125,300
Parent Support/DFI	33,400
Parent Training Initiative	45,800
Opportunities	156000
Beyond the GED	75000

Program	FY 1999 Expenditures
KANKAKEE COMMUNITY COLLEGE (cont.)	
Healthy Families	$ 90,000
Public Aid Job Skills**	8,400
KCTC - Adult Education**	23,500
Upward Bound***	240500
KASKASKIA COLLEGE	
Affirmative Action	NA
Black Student Association	1,300
TRiO/Student Support Services	187,000
Minority Awards Banquet	1,300
Perkins Special Populations	83,350
Reading Link	109,000
KISHWAUKEE COLLEGE	
Spanish General Education Development Classes	5,900
Spanish General Education Development Testing	200
Special Needs Counseling Services	19,900
Minority Transfer Center	54,500
LAKE COUNTY, COLLEGE OF	
Special Needs Disabled	118,000
Black Student Union	4,700
Hispanic Club	8,102
Historically Black College Tour	900
Getting it Together	20,500
Multicultural Mentorship***	10,000
Talent Search ***	209,455
Faculty and Staff Diversity Project	76,000
Bridges***	16,000
LAKE LAND COLLEGE	
Single Parent/Homemaker	55,000
Special Needs Counselor & Services	73,579
LEWIS & CLARK COMMUNITY COLLEGE	
Black Student Association	36,000
Student Support Services	208,900
Supported School-to-Work Transition	211,400
S-JET	52,000
LINCOLN LAND COMMUNITY COLLEGE	
Displaced Homemakers	64,800
LLCC Springfield Learning Center	69,200
LLCC Summer College for Kids	6,000
LLCC Trustee Tuition Waivers	11,800
Minority Transfer Center	33,000

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES

FISCAL YEAR 1999

(Continued)

Program	FY 1999 Expenditures
LINCOLN LAND COMMUNITY COLLEGE (cont.)	
Special Needs Program	$ 136,000
Opportunities	175,000
JTPA-Economic Disadvantage	65,000
JTPA-Summer Youth	43,500
Welfare-to-Work	60,000
Women's Center	6,600
Urban League Tuition Waivers	10,900
LOGAN COLLEGE	
Black Student Association	1,000
Disabled Student Services	117,000
Gays, Lesbians, Bisexuals and Friends	400
G.P.A. (Goals, Persistence, and Achievement)	559
Hearing Impaired Services	76,848
International Club	300
Minority Transfer Center	48,500
Single Parent/Homemaker	10,000
McHENRY COUNTY COLLEGE	
Adult Re-Entry	29,237
Hispanic Support Services	108,200
Special Needs	243,000
English as a Second Language	300,063
Adult Basic Education	70,603
Adult Secondary Education	70,603
MORAINE VALLEY COMMUNITY COLLEGE	
Tech Prep	15,000
Advancing Opportunities	126,000
African American History Month***	3,500
Alliance of African American Students	300
Alliance of Latin American Students	1,200
College Prep Workshops at High Schools	2,000
Community Nights/Information Sessions	500
Cultural Diversity Programs: College Activities	2,500
Cultural Diversity Center	124,000
Developmental Education	803,629
Higher Education Issues for Latin American Students	300
JTPA Title-3A	281,587
JTPA Title-3G	50,000
JTPA Title-2A	45,927
Latin Cultural Awareness Month	4,800

Program	FY 1999 Expenditures
MORAINE VALLEY COMMUNITY COLLEGE (cont.)	
Learning Development Support System	$ 126,600
Minority Student Academic Achievement	26,000
Minority Student Transfer Center	64,000
Off-Campus, Eisenhower Center	6,000
Physically Handicapped Support Services	77,000
Returning Woman	7,600
Sensitivity to Diversity Workshop	2,500
Single Parent*	50,000
Welfare to Work	71,898
MORTON COLLEGE	
Academic Excellence Scholarship	7,034
Hispanic Heritage Club	400
Lillian Baar Scholarship	800
Pinnacle Bank Scholarship	500
Special Populations/LD Specialist	26,062
Special Populations Coordinator	29,520
LEP Services	26,984
ACS/ESL Specialist	11,624
Peer Tutors/Math-Writing Lab Tutors	12,878
Special Needs Academic Advisor	10,600
Special Needs Testing Specialist	10,500
Adult Education Testing Specialist	13,165
OAKTON COLLEGE	
ASSIST Services for students with disabilities	85,243
Black Student Union	2,434
BNAT (Basic Nurse Assistant Training Program)	155,000
Cultures Week	7,773
Family Literacy	19,450
Futures	4,000
High Risk Nursing Program	40,000
JVS Medical Billing*	0.00
Japanese Club	962
SOS/Library Literacy	75,000
STEPS (Services to Establish Patterns of Success)	203,679
Middle Eastern Club	150
Minority Leadership Conference	2,100
Minority Transfer Center	52,000
Pnyozone (Filipino club)	620
South Asian Association	250
Spanish Club	100

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES

FISCAL YEAR 1999

(Continued)

Program	FY 1999 Expenditures
OAKTON COLLEGE (cont.)	
Transfer Club	$ 350
Women's Day	12,409
PARKLAND COLLEGE	
Access, Equity, Cultural Diversity	146,000
Classroom Assessment & Research Initiative	120,000
Disability Services (Student Support/Counseling)	65,727
Diversity 2000	73,128
Single Parent	10,000
Special Populations (Preparedness/Transition/Disabilities)	161,102
Transfer Center (HECA)	60,000
Voc Ed - Perkins	339,682
Women's Program/Services	45,225
Learning Lab	169,904
Peer Tutoring	51,500
Intensive English Program	240,882
African American peer Mentor Program	3,250
TRIO/Student Support Services	187,200
Student Retention	32,176
OASIS Project	19,424
College For Kids Program*	45,000
TRIO/Educational Talent Search**	190,000
PRAIRIE STATE COLLEGE	
Affirmative Action/Equal Opportunity	8,750
Disabled Student Services	16,545
Academic Assistance and Assessment Center	120,800
HECA Transfer Center	64,000
Office of Minority Student Affairs	53,065
Opportunities Program	312,028
Project HOPE***	120,000
Returning Student's Program	3,484
Multicultural Affairs Task Force	16,250
Americans with Disabilities Act Compliance	523,000
Workforce Preparation Task Force	22,728
Office of Student Life - Clubs	115,775
Workplace Literacy Institute	68,514
Family Literacy Institute	127,600
Adult Literacy Institute	63,000
Learning In Context	40,658
Interview Clothes Closet	3,000
Early Alert	7,757
Outcomes Assessment Initiative	18,500
GED Program	95,232
ESL Program	31,744
Special Needs Coordinator	17,836
PRAIRIE STATE COLLEGE (cont.)	
International Student	$ 40,322
Diversity Learning Circle	3,830
REND LAKE COLLEGE	
Affirmative Action Office	800
HECA - Project First Class***	50,000
STARS	177,517
Single Parent	55,000
Teen Parent Services	188,000
Vocational Special Populations	98,704
RICHLAND COMMUNITY COLLEGE	
Black Student Association	2,400
College Futures***	70,000
Displaced Homemakers	61,900
Families in Transition	662
Single Parents and Homemakers	55,000
Special Populations	96,100
Transfer Center	67,500
Disability Accommodations Services	50,188
Options in Technology	30,000
ROCK VALLEY COLLEGE	
Targeted Populations/Vo-Tech Programs	112,000
Special Populations Grant	131,680
WIU Cross Cultural Program	15,000
SANDBURG COLLEGE, CARL	
Disabilities Support Services/Student Peer Tutot	73,158
GED, ABE	260,000
ESL	6,000
Opportunities grant	38,800
TRIO (Student Support Services)	123,000
SAUK VALLEY COMMUNITY COLLEGE	
Special Needs, Learning Disabled	14,300
Special Needs, Physically Disabled	25,800
SHAWNEE COMMUNITY COLLEGE	
Academic Enhancement	189,300
Carl Perkins Special Needs	42,663
Minority Transfer Center	36,000
SOUTH SUBURBAN COLLEGE	
Academic Assistance Center	365,455
ChAMPS Grant	13,000

Illinois Community College Board

Table B-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

Program	FY 1999 Expenditures
SOUTH SUBURBAN COLLEGE (cont.)	
Cultural Diversity-Community Liaison	$ 54,314
Disabled Student Services	46,600
Opportunities	396,000
Returning Adult Center	32,575
Special Needs	121,259
Student Support Services	218,965
Minority Transfer Center	61,000
SOUTHEASTERN ILLINOIS COLLEGE	
Developmental Studies	66600
Special Needs (Perkins)	167720
Student Support Services	202000
SPOON RIVER COLLEGE	
Handicapped and Disadvantaged	49,300
Single Parents/Displaced Homemakers	55,000
Special Populations	45,067
TRITON COLLEGE	
English as a Second Language	574,929
Transitions	72,600
Latin American Club	500
Minority Transfer (HECA)	185,545
Nuevos Horizontes	106,489
Project Student Success (formerly Project Advance)	12,778
Public Assistance Coordination Special Project	11,000
Spanish Literacy / ESL Preparation	13,500
Learning Assistance Center	395,460
Summer Bridge Program	34,000
TRAC (Dislocated Workers Grant)	215,263
Upward Bound***	244,000
WAUBONSEE COMMUNITY COLLEGE	
Learning Enhancement Center	198,578
Access Center for Disabled Students	315,000
LINCC***	8,000
Office Technology	212,485
Project Success	40,000
Road to Success	15,482
Student Support Services	216,300
Transfer Center	53,600
African-American Cultural Alliance	500
Latinos Unidos	500
Delta Sigma Omicron	500
Minority Teacher Education Association	500
WOOD COMMUNITY COLLEGE, JOHN	
Support Services Center	$ 609,227